

Aaron Schubach, Head of School

CSS: State of the School

August 21, 2015

State of the school

What would a school worth supporting look like?

- ❖ Student centered
- ❖ Measurably excellent leader in learning
 - ❖ Teachers
 - ❖ Programs
- ❖ Fine and Performing Arts
- ❖ STEM
- ❖ Social and emotional learning/leadership
- ❖ Athletics



Transformational school



Hands on education



Engaged Students



Teamwork that comes in many forms



Master teachers



Real world learning



Championship programs



STEM



Spectacular environments

What makes The Colorado Springs School different?

- ❖ Our philosophy of education
- ❖ Our metrics of success
- ❖ Our faculty
- ❖ Our status as an *independent* school
- ❖ Our resource allocation
- ❖ Our parent community, which offers high levels of support for the school in a wide variety of ways

The Colorado Springs School's Strengths

Our community supports the school with their time, talent, and treasure:

- ❖ Deposits
- ❖ Tuition
- ❖ Referrals / Retention
- ❖ Volunteering
- ❖ PAT membership
- ❖ PA membership
- ❖ Trip sponsorship
- ❖ GALA participation
- ❖ Garage sale participation
- ❖ Annual Fund participation— The “gap” between tuition revenue and the cost of a CSS education is on average \$2,600 per student.
- ❖ Capital giving

Philosophy of CSS

CSS is dedicated to challenging some commonly held notions about education. We don't believe:

- ❖ That the academic disciplines should be “siloed”
- ❖ That schools should be separated from the real world
- ❖ That tests can measure everything that can be known about a student's learning experiences
- ❖ That rigor must be rigid
- ❖ That students are uniform, empty “vessels”

Philosophy of CSS

Rather, we believe:

- ❖ That, as Yeats wrote, “**Education is not the filling of a pail, but the lighting of a fire**”
- ❖ That students come to us as **unique individuals with distinct interests talents and motivations**
- ❖ That they leave us as **enriched scholars and leaders**

Excellent schools need to continuously ask themselves two questions:

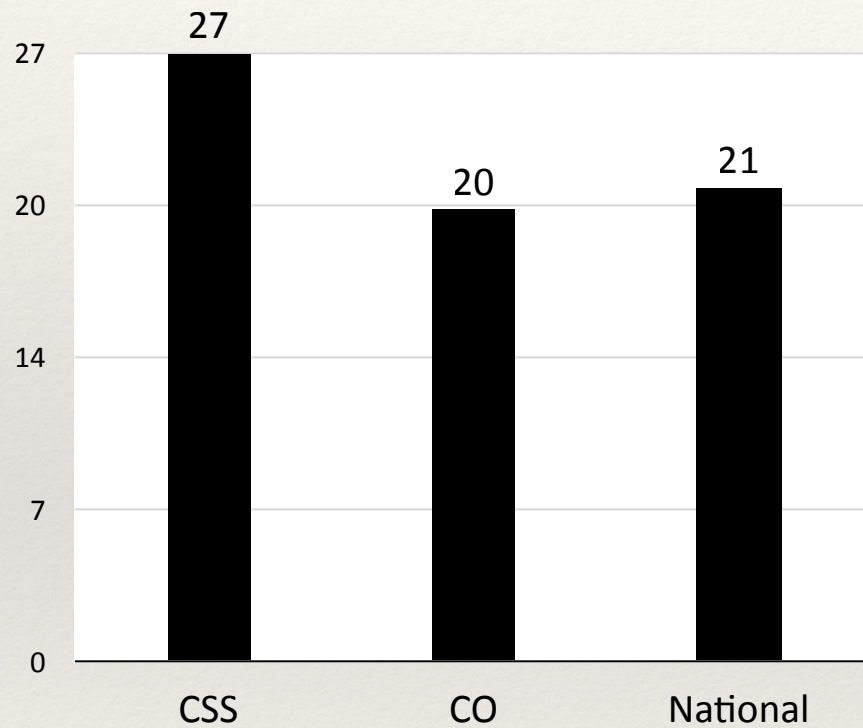
- ❖ How do they know they are good?
- ❖ How are they getting better?

How do we know we are good?

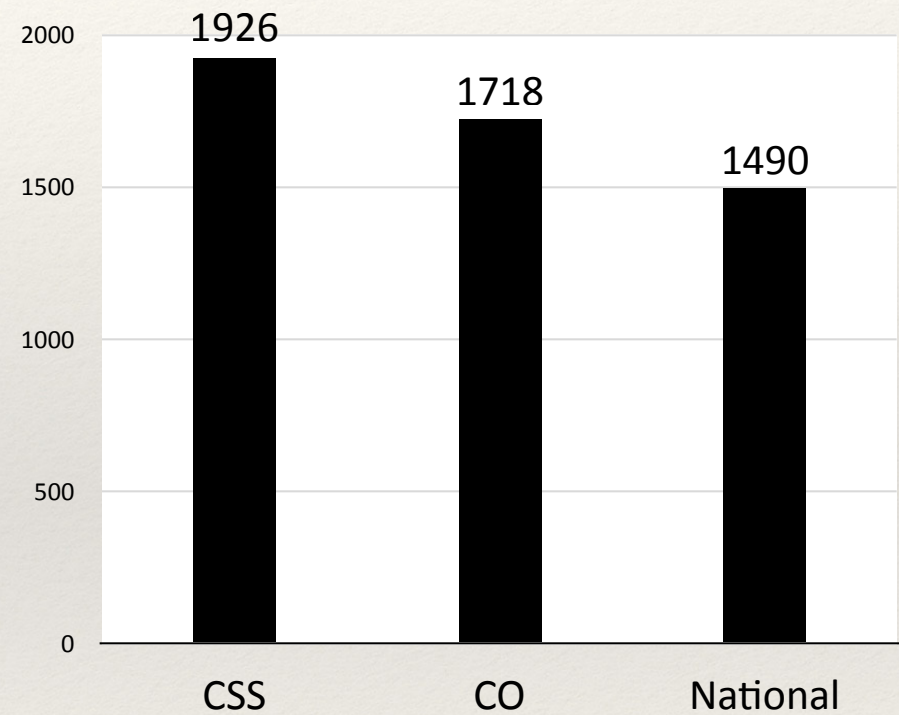
- ❖ High levels of student engagement
- ❖ High standardized test scores
- ❖ Real world skills— CWRA+ and the Digital Portfolio
- ❖ Students are at the center— project based learning
- ❖ Best student programs in the city— from Dessert Theatre, to pep band, to economics, to stone working

By the Numbers

Mean ACT

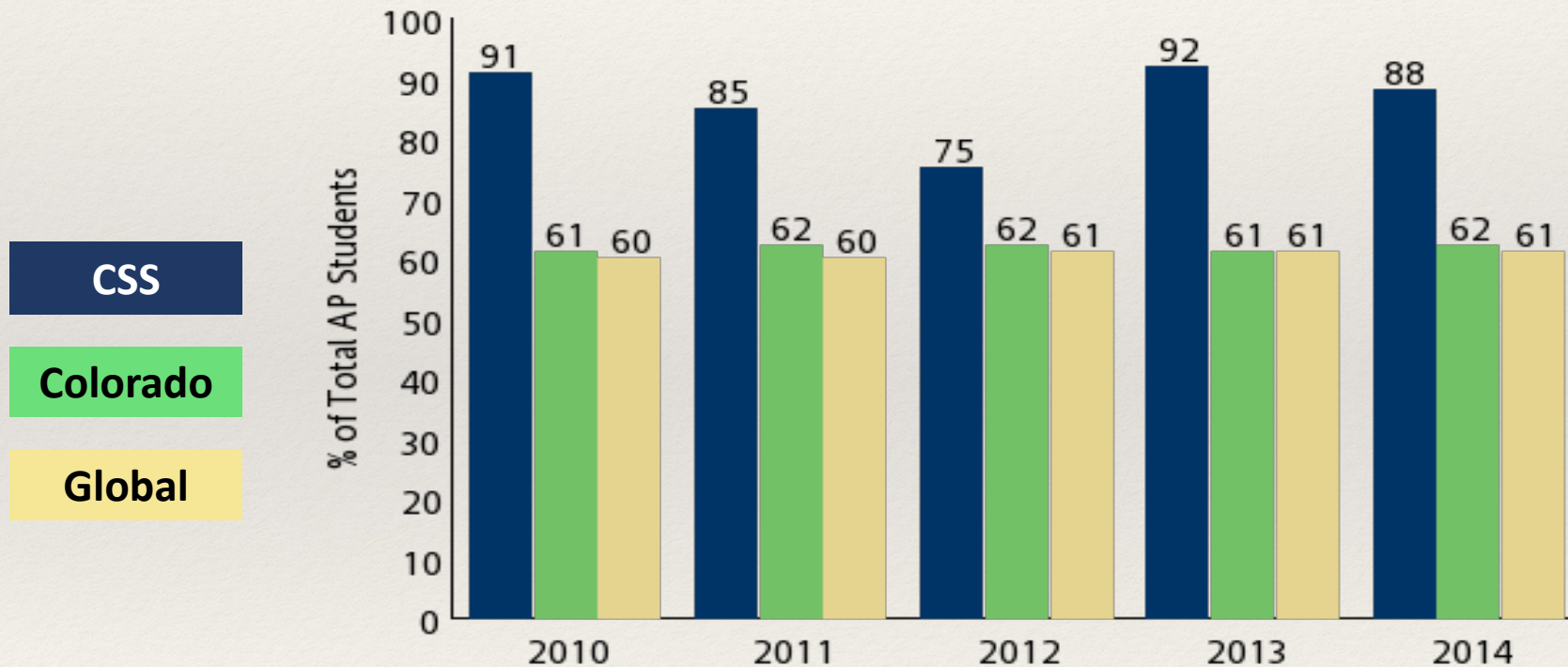


Mean SAT 2400



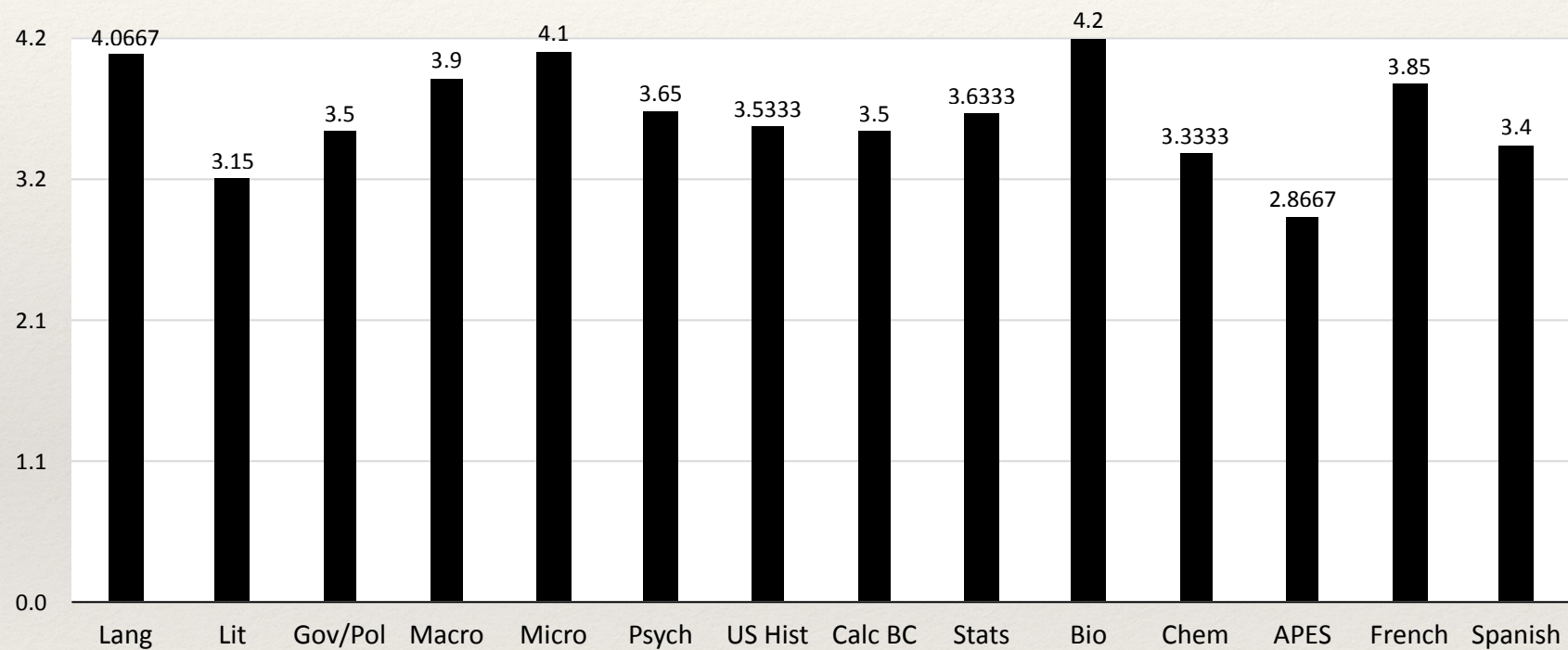
By the Numbers

Percent of students who took an AP exam and scored a 3 or better



By the Numbers

Average AP Scores, 2012-2014



By the Numbers

College Acceptances, 2010-2014

- Forbes: **17** of the top 50 colleges and universities; **27** acceptances
- U.S. News and World Report: **20** of the top 50 colleges; **44** acceptances
- U.S. News and World Report: **25** of the top 50 universities; **50** acceptances

Merit Scholarships, 2010-2014

- 2015: \$4,000,000 Awarded
- 2014: \$2,713,080 Awarded
- 2013: \$2,880,472 Awarded
- 2012: \$3,139,343 Awarded
- 2011: \$2,840,739 Awarded
- 2010: \$2,588,336 Awarded

100 % of our graduates are accepted into one of their top three college choices

How are we getting better?

- ❖ Digital Portfolio — celebrating 21st century skills
- ❖ Mission - Centered Seminars
- ❖ RULER — Social and Emotional Literacy program
- ❖ BYOD — Bring Your Own Device
- ❖ ECAW — Every Child a Writer

How are we getting better?

Athletics

- ❖ Upper School Boys Volleyball completed its first season this past spring
- ❖ New MS/US Mountain bike club with optional National Interscholastic Cycling Association racing debuted fall 2015

How are we getting better?

The 2015-2016 Fine and Performing Arts program:

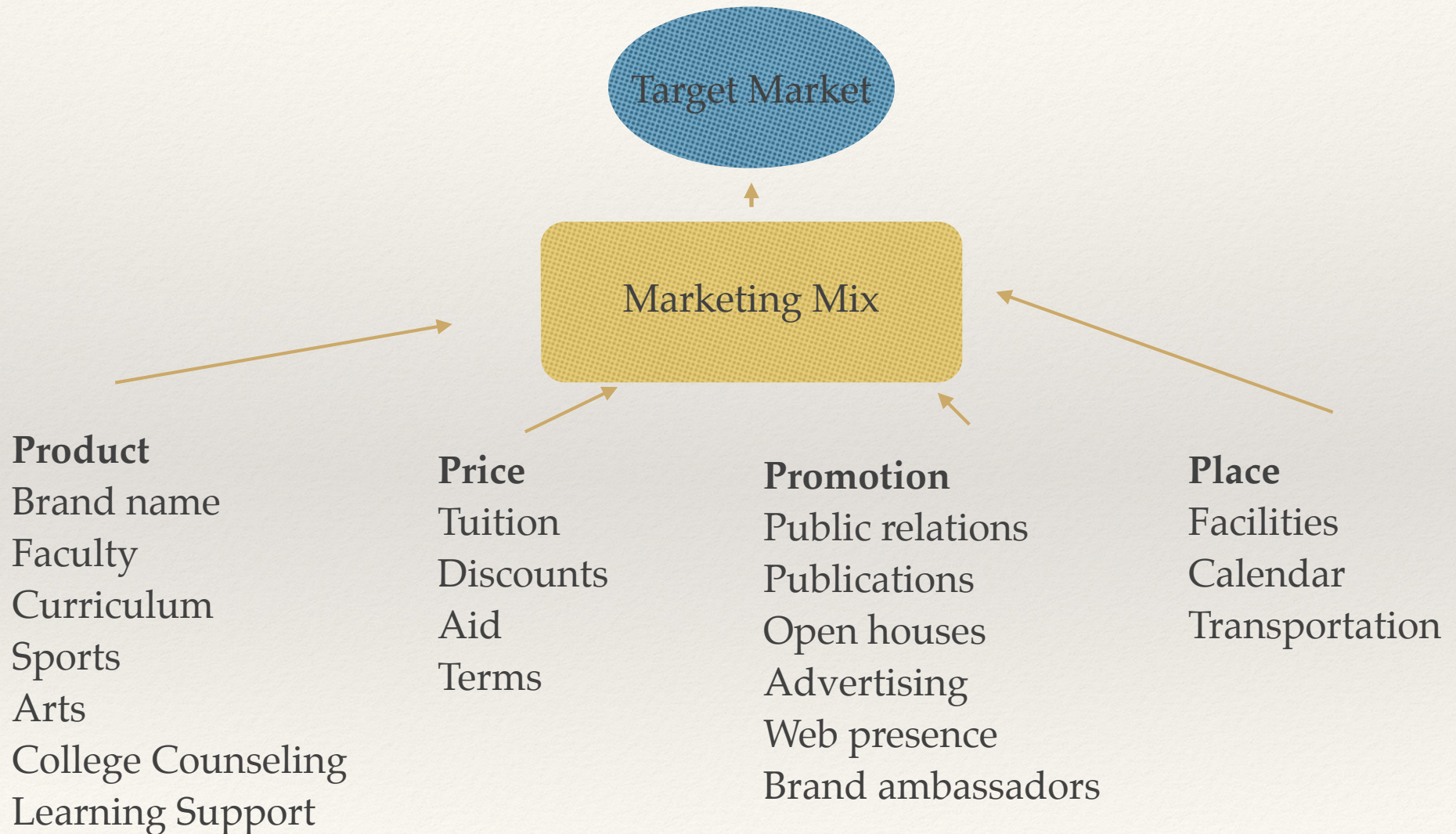
- ❖ Return of a MS Play that rehearses during the school day
- ❖ Smaller class sizes in MS with 3 arts classes in the first semester and 2 arts classes in the second semester
- ❖ Greater support for Upper School Theatre classes and clubs— Sandy Bray will serve as a liaison for the Upstagers club
- ❖ Return of a foundations arts class in Upper School
- ❖ Two more terms of Upper School Art classes plus foundations— 3x the offerings that we had in Upper School during the 2014-2015 school year
- ❖ Adding a day a week for theatre in the MS schedule

How are we getting better?

New courses:

- ❖ Research and Experimentation class
- ❖ Wildlife Management class— will alternate in future years with Fly Fishing and Entomology class
- ❖ 1-semester Wellness class (with one section for entire 9th grade class) with Tu/Th in Fitness
- ❖ Algebra Intensive Geometry class
- ❖ Art Foundations classes— 1 semester with all freshmen rotating through 3 different disciplines (the format has changed significantly relative to past Foundations courses)
- ❖ Public Speaking class (linked to College Overview for all sophomores)
- ❖ Design Thinking class

How are we getting better?



How does our status as an *independent* school help us?

- ❖ Districts schools are hampered by bureaucracy, limited resources, canned curricula, tracked classes, and the need to constantly measure their students' learning on arbitrary, high-stakes standardized testing.
- ❖ Charter schools appear more agile, but the limited nature of the charters ensures that the focus is never shifted from test preparation.

The *independent* school advantage

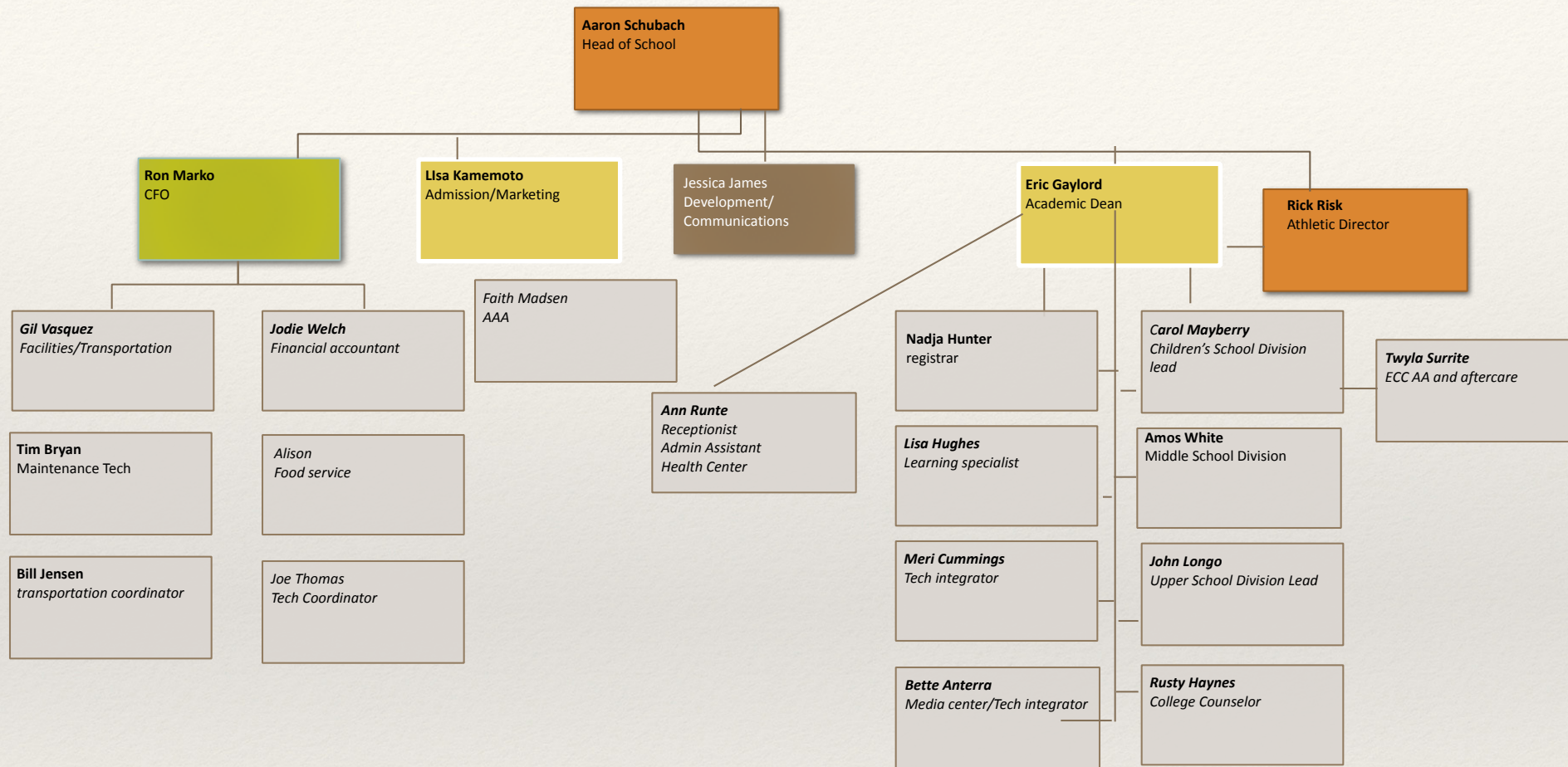
Independent schools can implement new programs quickly, review teachers and programs that are not meeting standards, and capitalize on small classrooms in the following ways:

- ❖ Active learning— getting students out of their seats
- ❖ Differentiated instruction
- ❖ World Languages— French and Spanish programs
- ❖ Fine Arts
- ❖ Performing Arts: Drama and Music
- ❖ PE
- ❖ Clubs: Model UN / Robotics
- ❖ Athletics

How do we allocate our resources?

- ❖ Low cost of running the school

CSS organizational chart



Annual Fund

The Annual Fund is the foundation of our fundraising efforts at CSS. It supports all aspects of the student experience. Without the Annual Fund, CSS students would have a very different experience.

- ❖ Why do we run an Annual Fund?
- ❖ CSS Annual Fund FAQs to learn more about why school and non-profits choose to run annual funds
- ❖ Fall Annual Fund in 2015-2016
- ❖ 100% faculty giving, average faculty gift \$272
- ❖ 100% BoT giving

Gala

- ❖ Gala timing, April 16th
- ❖ Gala theme “Celebrating the year”

Tuition

Annual Fund-
\$275,000

Auction
\$47,000

Salaries
and
Benefits

3.6 million

Arts

Athletics

FA

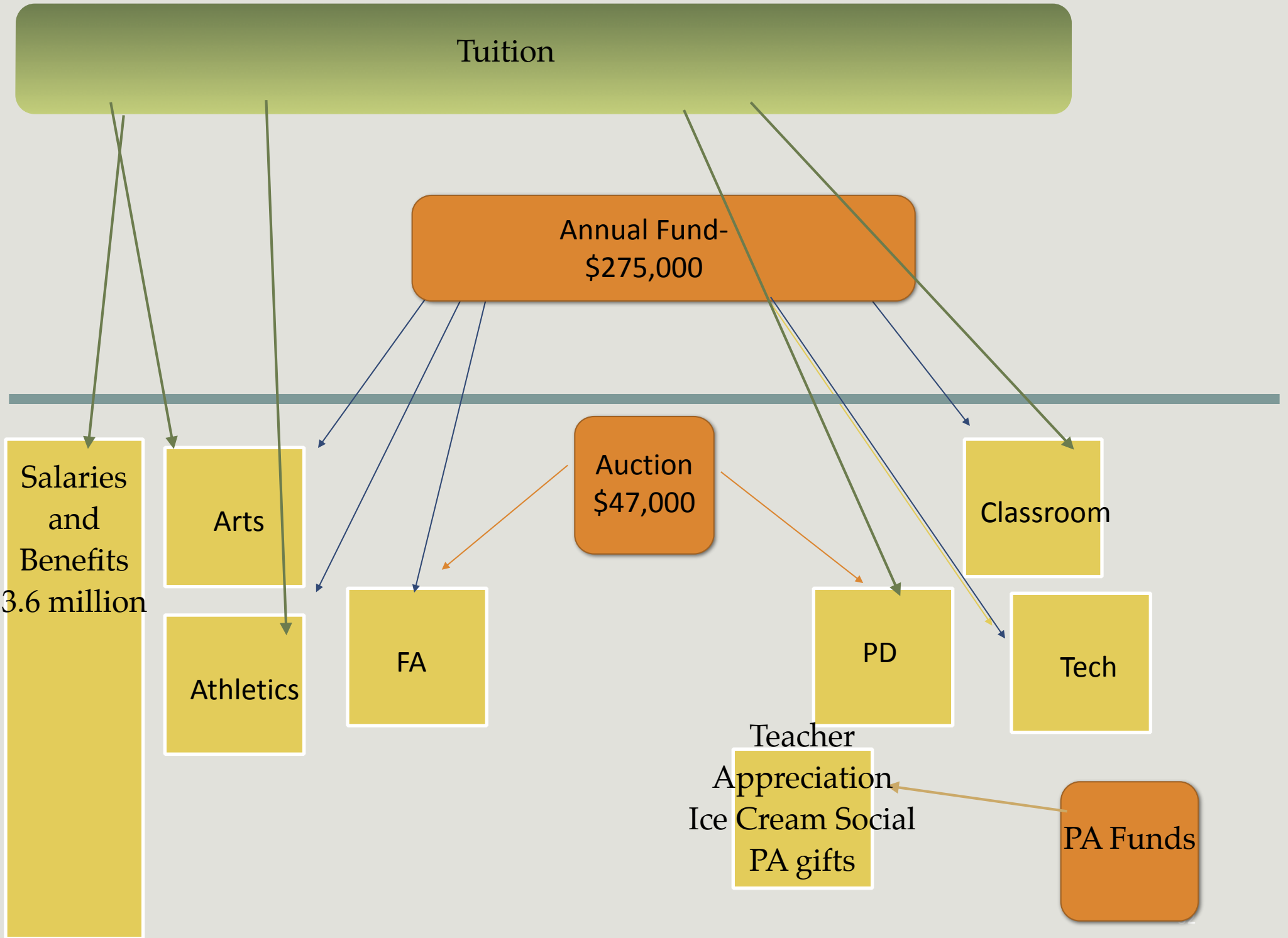
Classroom

PD

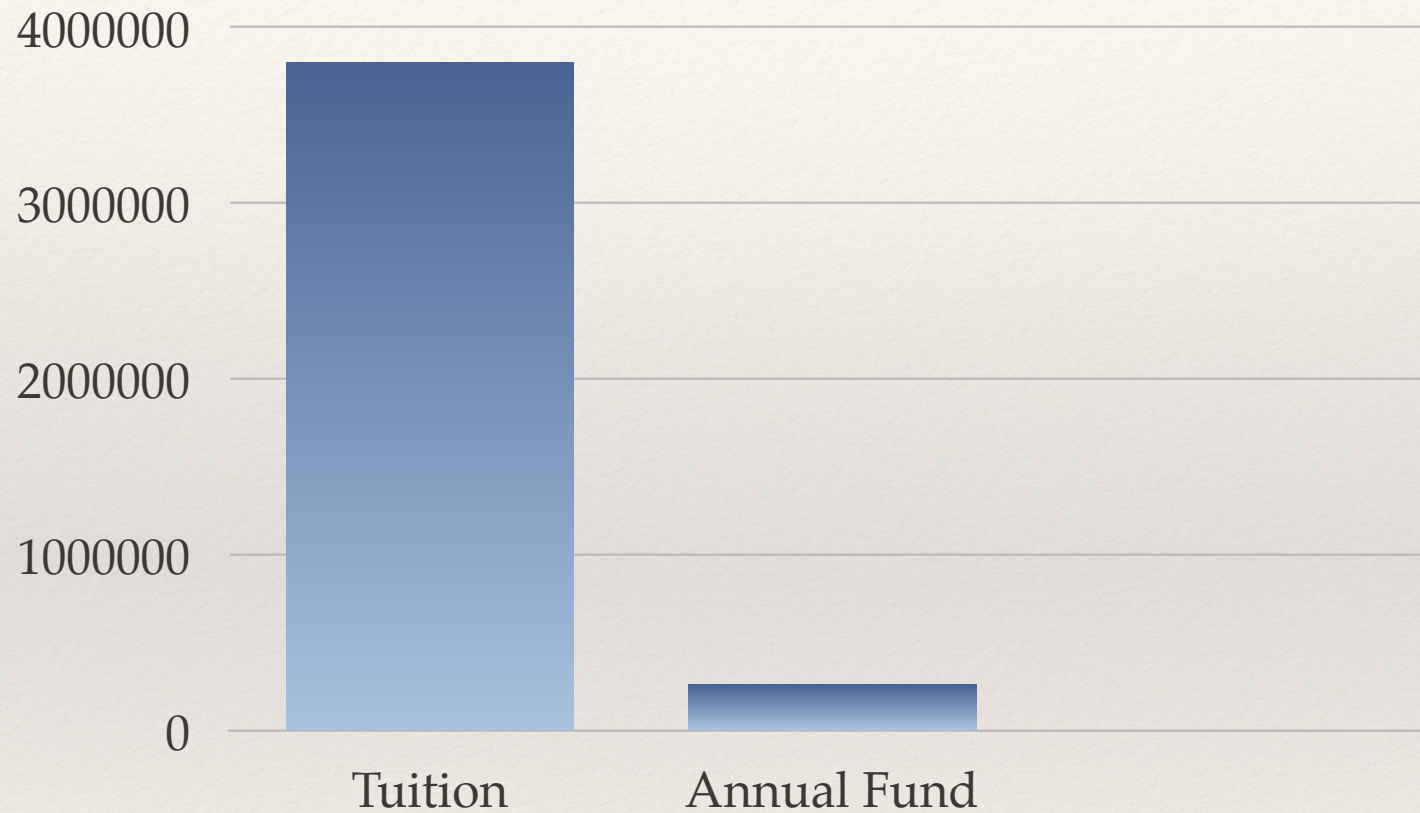
Tech

Teacher
Appreciation
Ice Cream Social
PA gifts

PA Funds



Sources of income



PAB Impact

- ❖ Parent's Association Carnival 4,862
 - ❖ Fun Run 11,000
 - ❖ Garage Sale 8,800
 - ❖ Class and Club Fundraisers 3,000
 - ❖ Kodiak Athletic Boosters 1,000
 - ❖ Concessions by Upstagers 1,000
 - ❖ Concessions by KICS 4,000
 - ❖ Library Book Fair 6,000
- = 39,662



Support of our parents



Engaged Environment



Team sports



Top notch performing arts



Social Emotional learning



Rigorous curriculum



Project-based learning at all levels

The CSS Difference

- ❖ 4 million dollars of merit funds awarded to the 26 members of the class of 2015
- ❖ 80 % Percent of students participated in CSS Athletics from 4th – 12th grade
- ❖ Each year we offer 24 robustly-designed experiential learning opportunities— including 6 Colorado Expeditions, 12 Middle School Seminars, and 6 Upper School ECSs

The CSS Difference

- ❖ 80% of our students play sports at CSS
- ❖ 85% of our students participate in band, choir, drama, or the arts
- ❖ 15% of Upper School students are international students studying abroad in the US, representing 12 different countries
- ❖ 11 is the average number of years of faculty service at CSS

Thank you for all you do for CSS

Stop by, call or email me with questions, comments, or concerns

Aaron Schubach, Head of School